Uintah School District Weekly Lesson Plans Unit 3

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 3 Grade 2 Week 1-Nov. 28 – Dec. 2 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.7:**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.3:**Describe how characters in a story respond to major events and challenges.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **L2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.2.2(b):**Use commas in greetings and closings of letters.  **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.  **L.2.4(d):**Use knowledge of the meaning of individual words to predict the meaning of compound words. | **Word Families**: -au, aw, awn (Theme 7)  **Comprehension Strategies**: Synthesize and review fix up strategies  Comprehension Bridge 6,7  **Grammar:** Possessive Nouns  **Writing:**  Friendly Letter Organizer, WRG p. 39  Writing Bridge: 13, 14  WRG p. 13(Possessive Nouns)  **Social Studies:** Standard 2, Objective 1,2, & 3 (Citizenship)  **Science:** Standard 4, Objective 2 (Life Science - Habitats) |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| - Use commas correctly in the greeting and closing of a friendly letter.  - Write friendly letters to one of the characters in Charlotte’s Web  - (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.” | “how-to” books  body  capitalization  closing  compare  compound word  contrast  editing  explanatory writing  figurative  friendly letter  greeting  haiku literal  idiom revision |

HOW INSTRUCTION WILL BE DELIVERED: See plan book and suggested books

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Pop’s Bridge |  | George Goes to Town Rigby (N) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday | Charlotte’s Web |  |  |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 3 Grade 2 Week-2 December 5 - 9 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.7:**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.3:**Describe how characters in a story respond to major events and challenges.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **L2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.2.2(b):**Use commas in greetings and closings of letters.  **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.  **L.2.4(d):**Use knowledge of the meaning of individual words to predict the meaning of compound words. | **Word Families**: alk, all ( (Theme 7)  **Comprehension Strategies**: Synthesize and review fix up strategies  Comprehension Bridge: 6,7  **Grammar:** Action Verbs WRG p. 14  **Writing:** Drafting  Writing Bridge: 13,14  WRG. 39  **Social Studies:** Standard 2, Objective 1,2, & 3 (Citizenship)  **Science:** Standard 4, Objective 2 (Life Science - Habitats) |

STUDENT NEEDS ADDRESSED:

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| Student Objectives  - Discern authors’ techniques for describing characters.  - Write responses to a letter from a character’s point of view.  - Read Henry and Mudge to focus on characters.  - (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.” | **Terminology**  “how-to” books  body  capitalization  closing  compare  compound word  contrast  editing  explanatory writing  figurative  friendly letter  greeting  haiku  idiom  literal  revision |

HOW INSTRUCTION WILL BE DELIVERED

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday |  |  | Cesar Chavez  Rigby (L) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  |  |  | ↓  Center Work | See art links |  |
| Wednesday |  |  |  |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 3 Grade 2 Week-3 December 12 - 16 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.7:**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.3:**Describe how characters in a story respond to major events and challenges.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **L2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.2.2(b):**Use commas in greetings and closings of letters.  **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.  **L.2.4(d):**Use knowledge of the meaning of individual words to predict the meaning of compound words | **Word Families**: -ood, ook (Theme 8)  **Comprehension Strategies**: Monitor understanding and review synthesize  Comprehension Bridge: 7, 8  **Grammar:** Linking verbs and review action verbs WRG. 14, 15, 16  **Writing:** Revising  Plot, Character Development, and Setting  Writing Bridge:15, 16  WRG p. 40 Sequence Organizer  **Social Studies:** Standard 2, Objective 1,2, & 3 (Citizenship)  **Science:** Standard 4, Objective 2 (Life Science - Habitats) |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives**   * Read a how-to book on building and designing bridges. * Write an explanatory piece on “how to build a bridge.” * Read informational texts on both literal and figurative bridges. | **Terminology**  “how-to” books  body  capitalization  closing  compare  compound word  contrast  editing  explanatory writing  figurative  friendly letter  greeting  haiku  idiom  literal  revision |
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HOW INSTRUCTION WILL BE DELIVERED: See plan book and suggested books

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday |  |  | Tarantulas Rigby (K) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Use poster board with what, who, where, when, why, and how, have students use sticky notes to answer questions, also can use white boards, or scrap paper |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  |  |  |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 3Grade 2 Week-4 January 3 - 6 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.7:**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.3:**Describe how characters in a story respond to major events and challenges.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **L2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.2.2(b):**Use commas in greetings and closings of letters.  **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.  **L.2.4(d):**Use knowledge of the meaning of individual words to predict the meaning of compound words. | **Word Families**: ank, ink, unk (Theme 8)  **Comprehension Strategies**: Monitor understanding and review synthesize  Comprehension Bridge: 7, 8  **Grammar:** Linking verbs and review action verbs WRG. 14, 15, 16  **Writing**-Editing-Writing process  Sequence Organizer WRG. 40  Writing Bridge: 15, 16  **Social Studies:** Standard 2, Objective 1,2, & 3 (Citizenship)  **Science:** Standard 4, Objective 2 (Life Science - Habitats) |

STUDENT NEEDS ADDRESSED:

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| --- | --- |
| Student Objectives | **Terminology** |
| - Read a how-to book on building and designing bridges.  - Write an explanatory piece on “how to build a bridge.”  - Read informational texts on both literal and figurative bridges. | “how-to” books  body  capitalization  closing  compare  compound word  contrast  editing  explanatory writing  figurative  friendly letter  greeting  haiku  idiom  literal revision |

HOW INSTRUCTION WILL BE DELIVERED: See plan book and suggested reading.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday |  |  | Sand Castles and Guitars Rigby (J) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  |  |  | Two ways in which stories are the same/two ways they are different | ↓ |  | Compare and contrast |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 3 Grade 2 Week-5 January 9 - 13 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.7:**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.3:**Describe how characters in a story respond to major events and challenges.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **L2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.2.2(b):**Use commas in greetings and closings of letters.  **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.  **L.2.4(d):**Use knowledge of the meaning of individual words to predict the meaning of compound words. | **Word Families**: ice (Theme 9)  **Comprehension Strategies**: Make Connections and Review monitor understanding  Comprehension Bridges: 8,9  **Grammar**-Verbs past and present WRG p.17  **Writing**-Publishing  Poems (Haiku) WRG. Pg. 41, 57, 58 (Poem Organizer)  Writing Bridges:17, 19  **Social Studies:** Standard 2, Objective 1,2, & 3 (Citizenship)  **Science:** Standard 4, Objective 2 (Life Science - Habitats) |

STUDENT NEEDS ADDRESSED:

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| --- | --- |
| Student Objectives  - Discern authors’ techniques for describing characters.  - Write responses to a letter from a character’s point of view.  - Read Henry and Mudge to focus on characters.  - Enjoy Haiku poetry. | **Terminology:**  “how-to” books  body  capitalization  closing  compare  compound word  contrast  editing  explanatory writing  figurative  friendly letter  greeting  haiku  idiom  literal revision |
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HOW INSTRUCTION WILL BE DELIVERED: See plan book and suggested reading

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Henry and Mudge (1st book) |  | A New Friend Rigby (G) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  |  |  | Two ways they are the same/two ways they are different | ↓ |  | Compare/contrast |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit3 Grade 2 Week-6 January 17 -20 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.7:**Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.3:**Describe how characters in a story respond to major events and challenges.  **RI.2.6:**Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  **W.2.2:**Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **L2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.2.2(b):**Use commas in greetings and closings of letters.  **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content,* choosing flexibly from an array of strategies.  **L.2.4(d):**Use knowledge of the meaning of individual words to predict the meaning of compound words. | **Word Families**: age, arge (Theme 9)  **Comprehension Strategies**: Making Connections and review monitor understanding  **Grammar**-Helping verbs has, have, had WRG. Pg. 18  **Writing**- review full writing process  Write a Haiku  Class book of idioms (ABC Teach)  WRG pg. 41 (Poem Organizer)  Writing Bridge: 17, 18  **Social Studies:** Standard 2, Objective 1,2, & 3 (Citizenship)  **Science:** Standard 4, Objective 2 (Life Science - Habitats) |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| - Enjoy Haiku poetry.  - Compound words and idioms. | “how-to” books  body  capitalization  closing  compare  compound word  contrast  editing  explanatory writing  figurative  friendly letter  greeting  haiku  idiom  literal revision |

HOW INSTRUCTION WILL BE DELIVERED: See plan book and suggested reading

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday |  | The Bridge Builder by Will Allen Dromgoole | What to do About Wooolsey Rigby (I) |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  | If not for the Cat by Jack Prelutsky |  |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |